DOCUMENT RESUME

ED 041 968 UD 010 421

TITLE	Characteristics and Effects of Rutgers-UPWARD BOUND; Assessment II.
INSTITUTION	Rutgers, the State Univ., New Brunswick, N.J. Bureau of Community Services.
SPONS AGENCY	Department of Health, Education and Welfare, Washington, D.C.
PUB DATE	Aug 69
NOTE	84p.
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Academic Aspiration, *College Bound Students, Disadvantaged Youth, *Educational Opportunities, Educational Quality, Family Background, Higher Education, *High School Students, Leadership Training, Low Achievers, *Low Income Groups, Parent Participation, Program Effectiveness, Program Evaluation, School Integration, Self Concept, Student Motivation
IDENTIFIERS	*Upward Bound Programs

ABSTRACT

This report is an assessment of the Rutgers University, New Jersey Upward Bound program, encompassing the following: eligibility criteria for participation in the program, student motivation toward college, student knowledge about college, degree of student knowledge that could be attributed to attending the program, relation of student self concept and changes thereof to participation in the program, the extent to which former students of the program remain in college, academic year activities recommended for continuing student success, leadership roles that the program staff might continue or initiate, and the characteristics of the typical Rutgers Upward Bound Student in 1968. Ongoing activities and practices at Rutgers, comparisons and contrasts with the National Upward Bound Programs in general and with programs in specific regions, and recommendations for program improvement are dealt with. Extensive data tables are included. Appended are a checklist of financial assistance available, film program in summer 1969, special problems of students in the program, and listings of participating school districts, staff, consultants, and committees. [Not available in hard copy due to marginal legibility of original document.] (RJ)

5

ED041968

ASSESSMENT II

Characteristics and Effects of Rutgers-UPWARD BOUND

at

Rutgers University
The State University of New Jersey
New Brunswick, New Jersey

August 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD 010421

Melvin Lang, Director
Research and Evaluation

UPWARD BOUND

Earl V. Farrow, Director
Bernard Fein, Asst. Director

A project of the Bureau of Community Services of the University Extension Division of Rutgers University, New Brunswick, New Jersey.

Funded by U. S. Dept. of Health, Education and Welfare, Washington, D. C.

Contents

Page

What is UPWARD BOUND? 1

Who is Eligible? 1

How Well are Students Being Motivated Towards College? 2

How Much Do Students Know About College? 4

How Much of Students Knowledge Could be Attributed to Attending the UPWARD BOUND Program? 6

How are Changes in How Students View Themselves Related to Participation in Rutgers UPWARD BOUND? 6

To What Extent are Former UPWARD BOUND Graduates Remaining in College? 8

What Kinds of Academic Year Activities are Recommended for Continuing Studeht Success? 11

What are Leadership Roles That the Central UPWARD BOUND Staff Might Continue or Initiate? 20

Who Was the Typical Rutgers UPWARD BOUND Student in 1968? 28

Table 1. How Far Would You Like to Go in School? 29

Table 2. How Far in School Do You Believe You Actually Will Go? 30

Table 3. What is Highest Grade Completed by Your Parents?.. 32

Table 4. Educational Level of Older Brothers and Sisters ... 32

Table 5. Median Family Income of UPWARD BOUND Students 33

Table 6. Family Size and Composition 34

Table 7. Parents and Best Friends Feelings About Students Participation in Summer UPWARD BOUND 36

Appendices

A. A Checklist of Financial Assistance Available for Rutgers-UPWARD BOUND.

B. Rutgers-UPWARD BOUND College Follow-up Study

C. Rutgers-UPWARD BOUND Film Program - Summer 1969

D. Course Registration 1969

E. Proposal for Board of Directors, E.O.F.

F. Participating High Schools

G. UPWARD BOUND Staff 1969

H. Project Consultants

I. University Advisory Committee

J. Community Advisory Committee

K. Community Action Program Corporations

What Is UPWARD BOUND?

The UPWARD BOUND program at Rutgers is one of almost 300 UPWARD BOUND programs throughout the United States and its possessions.

The national project's central purpose is to increase the opportunities for college attendance among high school youth from lower income families. The two principal criteria that must be met in selecting students are that they meet the poverty criterion established by the Office of Economic Opportunity and that they have the potential to benefit from a novel educational experience even though they may have performed poorly in previous school work.

Who is Eligible?

Examples of acceptable income levels may make the poverty conditions clearer. If there are four persons in a student's family, the annual income may not exceed $3,300. If the family lives on a farm the maximum income may not be more than $2,300. A student who lives in federally supported housing or whose family is on welfare is also eligible for UPWARD BOUND.

How Well Are Students Being Motivated Towards College?

During the summer Rutgers - UPWARD BOUND program students learn that it is "extremely possible" for them to attend and even to graduate from college. They also develop the attitude that college is important to their future. These plus motivation for college measures are significant beyond ($<.01$) what would be normally expected.

Although returning to their home high school for a semester showed a depreciating effect, especially in the way students viewed the importance of attending college, the decrease in attitude and motivation for college was greater for students new to UPWARD BOUND than for returning students (2nd year and bridge students). Therefore, the longer a student spends with the UPWARD BOUND program, the greater the supportive effect of attuning the youngsters to college. The effects of the UPWARD BOUND program tend to be cumulative.

Observations independent of the above data dramatically confirm these findings. Whereas about 8 or 9 of every 10 students who complete the 3 years in the Rutgers-UPWARD BOUND program initially attend college, only 1 out of 10 students who drop our of the UPWARD BOUND program after one summer even enters college.

These students, who drop from the program because of moving to a non-participating school, or having to or wanting to work or get married, also drop out of their high school at a significantly higher rate than students who remain with UPWARD BOUND.

Although Rutgers-UPWARD BOUND has provided generous financial aid to its graduates until state-wide programs have come of age, *e.g.* (E.O.F.), this financial assistance cannot be said to account alone for the great difference between UPWARD BOUND and non-UPWARD BOUND student entrance into college.

There are some interesting boy-girl differences in the effect of the UPWARD BOUND program.

Boy's motivation and attitudes towards college become more positive than girls during the summer and are diminished more than the girls during the academic year. Thus the motivational AND attitudinal progress of the UPWARD BOUND girls, although not as dramatic as the boys during the summer, tend to be less affected by returning to their high schools and, therefore, is a more stable and enduring pattern.

How Much Do Students Know About College?

Rutgers UPWARD BOUND students learn much more ($<.01$) than the national pattern indicates with respect to such college related information as (1) costs for college, (2) ways of paying for college, (3) programs differences between colleges, (4) differences between high school and college, (5) expectations of professors, (6) courses expected to take, and (7) the kinds of jobs open to college graduates.

However, new UPWARD BOUND students (high school juniors) tend to forget more during the intervening year than returning students. Knowledge about college has the most meaning for bridge students. Therefore, both formal (such as the course Orientation to College and Checklist for Financial Assistance publication) and informal attempts are increasingly effective the nearer the UPWARD BOUND student is to entering college.

Until this year Rutgers UPWARD BOUND students were a bit more unsure of where the money to pay for college would come from then UPWARD BOUND students nationally. This was equally true of both boys and girls. However, as the UPWARD BOUND student comes closer to entering college (or the longer he remains in the UPWARD BOUND program) he becomes more confident of financial support.

This pattern seems to reflect the greater emphasis at Rutgers UPWARD BOUND upon providing seniors and bridge students rather than new students with financial aid information.

Continued emphasis and effort in devising additional ways to inform students about college, especially during the academic year period, is recommended.

Although Rutgers UPWARD BOUND students know a lot about what college is like, they are still not as sure as the average national UPWARD BOUND student about the procedures for getting into college such as (1) visiting the college, (2) getting recommendations, (3) writing an autobiography, (4) differentiating between taking S.A.T. and A.C.T. testing programs, (5) applying for transcripts and (6) applying for financial aid.

Additional attention ought to be given to defining usual academic vocabulary so that students will understand the concepts better than they do. Samples of these terms include (1) tuition remission, (2) forgiveness options on financial grants, (3) junior college, (4) accredited institution, (5) graduate and undergraduate student or school, (6) C.E.E.B.'s (7) A.C.T., (6) bachelor's.

How Much of Student's Knowledge Could Be Attributed To Attending the UPWARD BOUND Program?

In a comparison of UPWARD BOUND students and non-UPWARD BOUND students of the same age and sex who attend the same high school, the UPWARD BOUND students group knew more on every index evaluating their knowledge of college chatacteristics. They knew more about (1) financial requirements (2) college catalogs, (3) academic and admission requirements (4) location and setting of various colleges and (5) the student body, as indicated by someone who attended the college of their interest.

One would expect UPWARD BOUND students to know more about college because, with a few exceptions, each UPWARD BOUND program is located on a college campus. But UPWARD BOUND students know more about institutions other than their host college than non-UPWARD BOUND students. Therefore, greater general knowledge about college characteristics cannot be accounted for by the physical summer setting alone on the Douglass Campus at Rutgers University.

How are Changes in How Students View Themselves Related to Participation in the Rutgers-UPWARD BOUND Program?

Rutgers UPWARD BOUND students come to view themselves as being much more intelligent ($<.01$) after a summer in the UPWARD BOUND program.

Although this growth in students' perception of one's own ability is a national pattern in UPWARD BOUND programs, the self evaluation feature is even greater in the Rutgers program.

The effects of Rutgers UPWARD BOUND program on a student's self concept are particularly important for two reasons. The first is that a prime criterion for selection of UPWARD BOUND students is that they are thought to be good prospects for college.but, for various academic, motivational, attitudinal reasons, are not working up to their ability. The second reason is that the promotion of student's positive self-concept is one of the central purposes of the Rutgers UPWARD BOUND program.

The increased confidence in one's own intellectual ability during the summer is only *sustained* at about the same level by second year UPWARD BOUND students. New, or first year students show a significant ($<.05$) decrease in their self estimate of ability after returning to their high school. This pattern is equally true for both boys and girls. Thus, once again, the importance of the two year duration in the UPWARD BOUND program is emphasized.

Students *feelings* of self adequacy also increase dramatically ($<.01$) during the summer. Unlike confidence in one's *intellectual* ability, increased *feeling* of adequacy continues during the academic year. But like intellectual confidence, students who return for a second or third (bridge) summer have greater feelings of adequacy than first year UPWARD BOUND students.

The longer a student remains with Rutgers UPWARD BOUND, the greater the chance that he will feel (1) proud of himself, (2) that he is equal to others, (3) that he has good qualities that he is able to use, rather than feeling that he is a failure, no good, useless or doesn't have much to feel proud of.

If internalization of "other's" perception is a reality, then the significant "others" in Rutgers UPWARD BOUND, who are the teacher aides, and teaching and administrative staff, have a marked influence ($<.01$) upon students' attitudes towards themselves as they learn to see themselves as increasingly "pleasant" and good persons who are "nice" to be with.

To What Extent are Former UPWARD BOUND Graduates Remaining in College?

Eighty-eight (88) students completed and graduates from the Rutgers UPWARD BOUND program during the summers of 1967 and 1968. Eighty (80) were admitted and planned to attend college, but only seventy six (76) actually attended. This means that from an economically and educationally disadvantaged student group, eighty-six per cent (86%) began to attend college.

The National UPWARD BOUND Guidelines do not provide expenses for local programs to follow their students after graduation. Therefore, much of what has been learned about the continuing college status of former UPWARD BOUND students has been informal: letters from students, visits from students, and reports from Rutgers UPWARD BOUND resident high school teachers. The summary of these informal sources estimate that eighty per cent (80%) of the seventy six students are still in college. The 1967 graduates have completed their sophomore year and the 1968 graduates have completed their freshman year.

A study (see Appendix B) was initiated to check the data for Rutgers and the Nation as reported in the National Characterization of UPWARD BOUND 1968 (p. 72) that,

> ....there was absolutely no evidence of any increase in the UPWARD BOUND students GPA when compared to that of a control sample even for students with a second summer UPWARD BOUND experience. However, UPWARD BOUND students compared to a control group were somewhat less likely to drop out of high school, were more likely to take pre-college examinations and apply to college, and most importantly, show significantly higher rates of college enrollment.

There were three important findings of the Rutgers UPWARD BOUND survey sample:

1. Seventy per cent (70%) of our students have completed their freshman or sophomore years, a fact which

conservatively confirms the informal estimates of the high retention rate for Rutgers UPWARD BOUND graduates.

The college dropout rate of Rutgers UPWARD BOUND graduates is approximately the same as the dropout rate for all college students in their freshman and sophomore years. One difference is that the typical college student is much more likely to re-enter another college and graduate after dropping out of the college of his choice than is the UPWARD BOUND college dropout.

2. The sample of the matched pair returns (using the Sign Test) reveals that there are no significant differences in college G.P.A. between UPWARD BOUND graduates and similar (see appendix B, "Instructions for Recorders) non-UPWARD BOUND graduates. Therefore, the studies of no G.P.A. difference of UPWARD BOUND students nationally at the high school level tend to be supported at the college level for Rutgers UPWARD BOUND.

Two years and three summers in UPWARD BOUND may be enough to inform students about and motivate them to learn and enter college, but sustained program intervention in college may be necessary to affect achievement as measured by G.P.A.

3. Financial assistance through grants, loans, scholarships, work-study opportunities, etc. must be continued and increased. If the human and financial

resources expended during the UPWARD BOUND period are not to be wasted; the subsidies must be continued through the students' college years.

No youngster typified by the student (see item 4C in Appendix B Grade Form) should be "opened up" by UPWARD BOUND and then have that hope closed out by lack of money for continuing college.

What Kinds of Academic Year Activities are Recommended for Continuing Student Success?

1. Parent involvement activities should be continued and expanded.

The several parent workshops held during 1969 and Parent's Day during the summer were well attended, and parents report that they would like more parent-related UPWARD BOUND activities.

UPWARD BOUND and the Graduate School of Social Work could mutually benefit from a closer affiliation. No organized official affiliations exist presently. Several graduate social workers began to participate in parent workshops. Only the most self-directed of them continued throughout the academic year and is currently working with the students during the summer.

Parents express the need (1) to learn more about the UPWARD BOUND program in general and their child's progress or changes in attitudes or motivations in particular, (2) to have assistance with personal-social problems. that sap both their and their child's energies; energies which might normally be directed toward school work, (3) to have their aspirations and hopes reinforced that their child will have the opportunity and continued support for success in high school and college.

More attention might be paid to the influence of UPWARD BOUND students' close friends. How significant friends view the program may be as important as parental attitudes.

2. The continued collaboration of James Bews of the City University of New York SEEK Program and Rutgers UPWARD BOUND in evaluation activities and the sharing and retrieving of data related to academic achievement has provided us with interesting data that has implications for our academic year program.

The more we can get our students to increase their future time perspective or to plan for, think about, and express themselves about the future, the greater the probability that they will view college as a genuine possibility. This is especially true of boys ($P < .05$) and increasingly significant the longer a student remains in the program.

The correlations of measures of future time perspective and actual achievement in high school and freshman year of college is greater for girls ($P < .25$) than for boys although significant for both ($P < .05$).

Therefore, making college important for students may be only one part of the large factor of getting students to think about their future. Recommendations for academic-year school or project-wide activities might include students being directed and motivated to:

(a) Continually plan and revise their school programs, including curriculum activities.

(b) Plan for college by reading catalogs, applying for scholarships, sending for descriptive literature, writing to UPWARD BOUND students in college, visiting counselors, visiting colleges, etc.

(c) Develop imaginative solutions to and consideration of means-ends dilemnas that focus more on cognitive planning than on impulses and desires. It should be quite clear that acting on the basis of one's emotions is not seen as lower in the hierarchy of criteria for behavior. The basis for behavior, if one is free to choose, is most likely a value decision. But getting disadvantaged

> youngsters to finish high school and to enter and succeed in college is also a value that UPWARD BOUND staff share. What is being recommended is a means-end dilemna itself: What are the best ways to stimulate thought about the Future without sacrificing other valued means such as "following ones impulses and desires?" It's simply not an either-or proposition but a matter of degree.

Continued study of this relationship between perspective of the future, academic achievement, and motivation for college is being conducted this summer with more attention being directed towards individual assessment rather than the collection of data from large groups. The grades of students in their sophomore year of college are also being analyzed and correlated to see if the earlier correlations with high school and freshman college grades are reliable.

The more we know about our students, the sharper we can become in our selection process and the better we can plan for them as they aspire towards college.

The dropout rate of those students who initially entered the program and those who graduated has decreased significantly each year. And inversely, the college entrance rate and holding power through the freshman year has increased significantly.

3A College Visitative Programs, where Rutgers UPWARD BOUND students visit college campuses or when students, faculty and staff visit our students, are rated highly by our students.

(1) The informal discussions with other students, admissions officers, and other staff, (2) the practice of filling out admission applications and financial aid statements and, (3) seeing the setting that might be a prospective college home for the next several years are valuable preludes and practices to youngsters who often thought of college as further from their reach than from that of the average student.

B Visits to college campus might be taken on several bases. For example, one high school in an area such as Camden may want to visit Camden County Community College, Glassboro State College, Rutgers College of South Jersey or Philadelphia area colleges within commuting distance. A group of students from several high schools such as New Brunswick, Franklin, Piscataway, Perth Amboy, Edison, Carteret, Colonia and So. Brunswick may want to visit their Middlexex County College. A third basis may be whole UPWARD BOUND project trips to such institutions as the Rutgers-Livingston-Douglass Colleges in New Brunswick.

C. Former Rutgers UPWARD BOUND students now attending college have expressed approval of the idea of their hosting a day or weekend visit at their institution during the academic year. With the host institution cooperating, the cost should not be prohibitive.

Former UPWARD BOUND students and recruiting personnel should be encouraged to develop continuing visitation programs, perhaps with the same interested UPWARD BOUND student visiting several times, instead of a single visit.

The idea of having former UPWARD BOUND students who are succeeding in college help aspiring UPWARD BOUND students is overwhelmingly endorsed. The desire of former UPWARD BOUND students to work as teacher aides with-the current UPWARD BOUND summer program supports this notion. Whether or not this stated ideal is connected to being paid for their "counselor" services is open to speculation.

D. Mutual visitations and exchange programs with such activities as dances, athletic and other cultural events should be continued with other UPWARD BOUND projects.

4A. Academic career exploration activities are assumed to be a central purpose of UPWARD BOUND by virtue of the fact that with few exceptions every UPWARD BOUND project is located on a college campus suring the summer.

Having Rutgers UPWARD BOUND students "getting to know" persons in various academic careers should be expanded during the academic year. These persons should have personal, academic or professional interests with which our students can identify.

During the summer our students come to understand more clearly the motivations, problems, joys, and requirements of college-related vocations by living with, playing with, and studying with such Rutgers UPWARD BOUND staff members as a dentist, a social worker, a nurse, a biologist, a poet, a mathematician, a teacher, an artist, an actor and a lawyer.

B. During the academic year each high school or group of nearby schools should initiate a visitation program with persons of similar backgrounds who have "made it" in jobs or professions that require a college education.

Besides the local resources available in the sending high school, Rutgers University, as the sponsoring agency for UPWARD BOUND, should use its academic and professional organizations to conduct and lobby for this kind of exploration of career possibilities. Each professional sociey or fraternity should be educated about the needs of our UPWARD BOUND youngsters.

Let's imagine that the professional societies of Rutgers faculties in law, engineering, journalism, social work, education, etc. learned about the need of UPWARD BOUND youngsters to get to know someone who practices their respective professions. Might they sponsor a single or continuing relationship and perhaps even subsidize financial assistance? In speaking with representatives of different professions, the not-so-suprising note was sounded that they themselves wished to know more about and understand more clearly "disadvantaged youngsters."

The most frequent occupations Rutgers UPWARD BOUND youngsters enroll for when they enter college are (in rank order) (1) teaching, (2) social work, (3) business administration, (4) nursing, (5) sociology, (6) law, and (7) engineering.

5A. Continued skill development programs ought to be localized at the sending high school level.

There are no data to support the practice of transporting students to the Rutgers campus for academic skill, study habits or tutorial sessions. The periodic getting-together has other desirable affects but these "affective" outcomes should not be confused with skill development. A continued concerted effort on the part of each staff member responsible for follow up and intervention activities in each local high school should be directed to integrating the summer Rutgers UPWARD BOUND activities with their high school.

Although it is quite clear that UPWARD BOUND was conceived and is perceived as an alternative to high school and, in a sense, in competition with it, UPWARD BOUND and the schools its students come from should aim towards cooperation rather than antagonism or neutrality.

The initiation of home high school and local community action program days, in which members of boards of educations, administrators and teachers visit their students on the Douglass site, has had a salutary effect on the cooperation between UPWARD BOUND and its sending high schools. No greater evidence of endorsement is needed than the voluntary financial assistance provided by local high school districts to maintain and support the high level of the program at Rutgers UPWARD BOUND.

B. The increasingly good relationship should be built upon by enrolling Rutgers UPWARD BOUND students in their local high school's already established programs in (1) college orientation, (2) speed reading, (3) study skills, (4) math tutoring, etc. Rutgers UPWARD BOUND students might help by tutoring junior high school or elementary school children in their community. the general evidence is that the tutors tend to learn at a greater rate than the students they tutor.

What are Leadership Roles that the Central UPWARD BOUND Staff Might Continue or Initiate

The major role of central staff should be to:

A. *Define* Rutgers University's goals in relation to (a) the state of New Jersey's committment to equal educational opportunities for disadvantaged youth, (b) the communities in which major campuses are located and which, *not* incidentally, we have participating high schools in UPWARD BOUND, (c) the admission of our own graduates into Colleges of Rutgers University.

Activities that support these goals include (a) membership in Governor's Committee on Student Unrest, (b) presentation to the Executive Committee of the Educational Opportunity Fund legislative and administrative recommendations to enhance college admission of UPWARD BOUND in New Jersey (see Appendix E), (c) visitation to the summer UPWARD BOUND program on the Douglass Campus of each participating high school's officials and each participating town's community action representatives, (d) meeting with Rutgers College and Livingston College administrators and admissions officials to increase cooperation and plan activities such as visits, revising interviews, providing supplementary information to applications with bio by graphical data, and (e) Rutgers UPWARD BOUND has both faculty and graduate students of the

University as staff members and has provided faculty and administrators to the University through personnel who were recommended to the University and worked with UPWARD BOUND. This is particularly true with respect to the recruitment of Black personnel who have been with UPWARD BOUND and are now-respectively an assistant dean of students at Rutgers, a professor of English and poetry at Newark, an athletic coach, and a project director of UPWARD BOUND.

B. Revising courses, programs and instructional activities.

1. Instructional media have been greatly expanded this summer. (a) A film program was conducted to sharpen students' awareness of social themes and powers of observation and discrimination through the viewing and discussing of feature films, shorts and serials (see Appendix C). The plans for this program were based upon evaluation of students' responses to last years film program, (b) Video taping and production of both teacher behavior and student activities have increased by using two V.T.R. decks and more sophisticated audio and monitoring equipment. Having more equipment and personnel has resulted in the training of students to operate the equipment. Students who had never seen or heard of video tape recorders were finding new status and skills in their role of cameramen and production assistants. (c) About

40 students are learning to take and develop 35 mm film in the expanded photography program because last year's program with about 12 students was very successful. A super 8 mm movie was filmed by students and will be edited by them and their teacher for the new course "Advanced Photography and Film Production" (see page 4 of Appendix D).

2. Developing local high school leadership roles for our students as participants in a democratic society.

A community Leadership Training Program was initiated this summer. The program was led by a Newark lawyer who was a staff member and lived with the students on the project site during the summer. Program content included problems of civil rights, civil disobedience, police and justice, minority groups and the law, and community resources for assisting the disadvantaged.

3. Meetings during the past year culminated in all junior and senior UPWARD BOUND students participating in demonstration classes funded for E.P.D.A. teacher participants in cooperation with the English Department of Rutgers College. Rutgers E.T.V. televised classes that were later discussed by the English Institute staff, teacher observers and UPWARD BOUND demonstration teachers.

Sharing resources should be continued in cooperation with other departments of the University. This summer's English Institute is a good example of the mutual benefits that can accrue. English Institute funds subsidized the salaries of two English teachers who were recruited and approved by administrators of both the Institute and UPWARD BOUND. The salaries that UPWARD BOUND would normally spend for two English teachers were devoted to other teachers who were staffing courses that were being required for the first time (see Appendix D). Members of the Institute could also get to know UPWARD BOUND students better than other classes of demonstration students are known, since the UPWARD BOUND students were living on campus at the same time as the Institute was in progress.

Future cooperation should still hinge on the criterion, "Will this help our UPWARD BOUND youngsters?" There have been several isolated instances in the past when individual faculty members or groups "used" UPWARD BOUND students for selfish demonstration purposes or as a population for data-collecting when no real benefits accrued to the UPWARD BOUND program.

4. Developmental skills learned during the summer should be integrated with learning activities in the students' high schools so that the students are reinforced

IN their efforts. Rewards, besides intrinsic satisfaction, that ought to be promoted are the normal use of teacher approval and grades.

Two illustrations of skill development are typing and reading. Every new student to UPWARD BOUND receives a portable typewriter. If he learns to type he may keep it. The UPWARD BOUND typing teacher reports that of those beginning students who have never typed the best students after a summer type about 15 w.p.m., the average about 13 w.p.m., the slowest about 10 w.p.m. The goal for the average high school student after a year is about 30 w.p.m. Extrapolation of UPWARD BOUND students' rates, allowing for levelling off, indicated that the fastest, average, and slowest students rates would be respectively, 60, 50 and 40 w.p.m. after a year compared to the normal high school goal of 30 w.p.m.

Other skills that should be continued in students' high schools are speed reading and study skills. Last year's students are allowed to register for three to six hours a week. Although the course purports to be developmental, for about half the students enrolled, it is clearly remedial. Although the average student increased his rate 50% without sacrificing comprehension, in some cases the initial level is so low (250 w.p.m.

to 275 w.p.m.) that more optimistic rates of increase ought to be sought. It is not unreasonable to expect students to double or triple their rates if concerted attention is given to the program and if the students themselves practice.

C. Identifying and Helping Students with special emotional and social needs should continue throughout the academic year.

Cooperation between UPWARD BOUND and the sending high schools can only be secured if personnel have each other's confidence. The more each group not only understands each other's objectives but agrees mutually that they are desirable, the less each will misuse or ignore personal information about students.

Admittedly, UPWARD BOUND has a full time psychologist and social worker for about 130 students besides specially selected teachers, which are luxuries most typical high schools have not yet deciced to afford. But the variables must be powerful if differences are to be observed. The question remains, "What are the best ways to help the personnel in each participating high school to build upon the knowledge and insight we develop, in order to help each youngster continue to learn?"

D. Research evaluation and reporting are practiced at Rutgers UPWARD BOUND to a degree that few UPWARD BOUND projects surpass. Former project director Laurence Hopp understood that unique contribution these activities could make not only to the Rutgers UPWARD BOUND project itself but to other University, State, and National agencies concerned with teacher education and education of the disadvantaged as well. The present director, Earl Farrow, has continued to support the initial efforts. How to best share these data and recommendations with participating high schools, Rutgers University officials, and other educational and governmental agencies so that they can be debated, discussed, and selectively acted upon is still a problem that hasn't fully been resolved.

UPWARD BOUND staff should continue to join professional associations and participate as they have done in the past in national, state, and local conferences and conventions to give research reports, speeches, plan projects, conduct workshops and demonstrations and to learn from other professionals who are grappling with similar problems. Samples of activities and interests of other UPWARD BOUND projects that we could profit from knowing about include:

1. Television programming at Ripon College, Wisconsin. Rutgers video tape experience can be weaned to more

sophisticated equipment so that teacher education materials can be produced for T.V. and films. The use of these media for dissemination has barely used potential.

2. Rutgers UPWARD BOUND trial approaches to gaming in mathematics and role playing in human relations has been tried more intensively in UPWARDBOUND projects at Luther College in Docora, Iowa; University of Notre Dame in Indiana; and Wisconsin State College in Whitewater, Wisconsin.

3. UPWARD BOUND projects that have much more experience than Rutgers in film production and photography are located at Bemidji State College in Minnesota and Reed College in Oregon.

4. Southern Colorado State College in Pueblo also has an interest in speed reading and study skills. Their emphasis has been to use mechanical aids such as controlled readers, accelerators, and tape recorders. They also have a version of our Community Leadership Training Program. They conduct workshops with local governmental, administrative, and executive officials.

5. Rutgers modern dance program, which, like all other program activities, aims at value development, is also being practiced at Kingsborough Community College in Brooklyn.

The emphasis in the last section has been upon the roles that UPWARD BOUND leadership might continue or initiate in order to promote the central purposes of Rutgers UBWARD BOUND.

The following section presents a biographical and autobiographical picture of Rutgers UPWARD BOUND youngsters.

Because the Youth Development Center of Syracuse University did not continue to collect national data for UPWARD BOUND, the information that Rutgers UPWARD BOUND continued to collect took a different form of many of the same questions asked previously. For example, the data in Tables 1 and 2 were collected in a different way and are described in the earlier section, "How Well are Students Being Motivated Toward College."

Samples of biographical data for 1969 Rutgers UPWARD BOUND students indicate that these data are substantially the same for 1968 students with the exception of racial composition and total number of students.

Of the 128 students in the 1969 Rutgers UPWARD BOUND program, 82% are Negro.

No national data on the following characteristics were available for comparison after 1968.

Who Was the Typical Rutgers UPWARD BOUND Student in 1968

Our student population of approximately 145 was evenly divided between boys and girls.

All of our students come from public schools in New Jersey.

Nine out of ten of our students attended high schools with over 1000 student population. Only 60% of UPWARD BOUND students nationally attend large high schools.

What Were Their Aspirations for Schooling?

Ninety-eight percent (98%) Rutgers UPWARD BOUND students wished to go on to formal post high school education (business or technical school, junior college, four year college, graduate school). This estimate compares favorably with the desires of UPWARD BOUND students nationally (95%) and UPWARD BOUND students in Northeastern United States (94%). Table I contains a two year summary.

Table I

How Far in School Would You Like to Go?

	Rutgers U.B. %		National %		Region I-Northeast %	
	1966-7	1967-8	1966-7	1967-8	1966-7	1967-8
A. Get out as soon as possible	0	0	1	1	1	1
B. A little more high school	0	0	1	1	1	1
C. Finish high school	2	2	4	3	5	4
D. Post high school	98	98	94	94	93	95

Expectations are the extent to which students believe that they will realistically attain their aspirations are indicated in Table 2.

Eighty-nine percent (89%) of Rutgers UPWARD BOUND students believe they will make it to college compared with 76% Nationally and 82% in Northeastern United States. Table 2 contains a two year summary.

Table 2

How Far in School Do You Believe You Actually Will Go?

	Rutgers U.B.		National		Region I - N. E.	
	1966-7	1967-8	1966-7	1967-8	1966-7	1967-8
Post High School	82	89	82	76	78	82

Is Integrated Education Endorsed?

The Rutgers UPWARD BOUND project contains a substantially higher proportion of Negro youngsters (80%) than is represented in UPWARD BOUND Projects nationally (52%) or in Northeastern U. S. (48%)

The percentage of Negro youngsters represented in UPWARD BOUND Projects range from a high of 86% in Southeastern U.S. to a low of 24% in the Northcentral states.

Beyond endorsing "quality integrated education", UPWARD BOUND Policy Guidelines prescribes no student composition by race, ethnic origin, or sex. The Rutgers UPWARD BOUND student body was formed by recommendations from (1) high school guidance counselors, (2) present or former UPWARD BOUND students, (3) community action agencies (4) UPWARD BOUND teachers and (5) permanent UPWARD BOUND central staff. Therefore, Rutgers UPWARD BOUND reflects the recommendations and needs of the fourteen high schools in the cities of New Jersey.

Six percant (6%) of our students were of Puerto Rican background compared to the National average of 3% and the Northeast U.S. average of 11% which is the highest in the nation.

Rutgers UPWARD BOUND Has no students of Mexican-American background compared to the National composition of 6%. As one would expect, the UPWARD BOUND projects in the Northeast average less than 1% of Mexican-American students compared to 18% in projects in the Southwest and West.

Does Family Background Make a Difference?

Table 3 revbals that very few UPWARD BOUND students have parents with first-hand experience as a college student or graduate. The parents of less than half or our students graduated from high school. Our student's parents also reflected the national pattern of mothers graduating from high school at a far greater rate than fathers.

Table 3

What is Highest School Grade Completed by Your Mother, ... by Your Father

	Rutgers U.B. %		National U.B.%		U. S. High Schools %
	1966-7	1967-8	1966-7	1967-8	1967
Father's education					
12 years	21	17	19	19	23
More than 12 years	11	12	12	12	25
total	32	29	31	31	58
Mother's education					
12 years	34	33	29	27	34
More than 12 years	12	9	14	13	23
total	46	42	43	40	57

Most of our students have older brothers and/or sisters. Table 4 illustrates that it is almost equally probable that a student's older sibling either dropped out of high school before graduating or went on to business, technical, or college education.

Table 4

Educational Level of Older Brothers or Sisters

	Rutgers U.B.%	National U.B. %
Dropped out of school	27	26
Still in high school	8	8
Grad. from high school	38	39
Went on to further education	25	25

Therefore, in order to promote our UPWARD BOUND students' first-hand knowledge of persons who went on to college, Rutgers UPWARD BOUND hired 13 of 22 Teacher Aide staff members from the ranks of its former UPWARD BOUND students who are now successfully attending college.

The median income nationwide of an UPWARD BOUND student's family last year was $3401. The average earnings of an UPWARD BOUND family in the Northeastern region, however, was higher, $4350. Although Rutgers UPWARD BOUND family income, $3900, was higher than the national average, it was lower than the Northeastern regional average. It's interesting to note in Table 5 that although the average UPWARD BOUND income in the Northeast has remained approximately the same over the past two years, the national and Rutgers average is lower, thus meeting even more rigorously the charge of ameliorating the conditions of upward-aspiring low-income students.

Table 5

Median Family Income of UPWARD BOUND Students

	1967-68	1966-67
Rutgers	$3900	$4000 - 4500
Northeast U.S.	$4350	$4000 - 4500
Nation	$3401	$3500 - 4000

The incomes reported in Table 5 are based upon the self reports of families and student's subsequent estimations. Two of every three students state that they are pretty sure that they know what their family's income is.

Last year's Assessment of UPWARD BOUND reported that Rutgers UPWARD BOUND reflected the National UPWARD BOUND pattern of students' coming from larger families than high school students in general.

Table 6

Family Size and Composition Compared to a National High School Sample

	Rutgers U.B.		National U.B.		U.S. High School
	1966-7	1967-8	1966-7	1968-	1967
Mean Family Size	5.4	5.5	5.9	6	4.5
Six or More in Family	43%	47%	53%	53%	30%
Student Lives with Both Mother and Father	42%	39%	51%	49%	80%
Mother Only	40%	44%	30%	30%	6%

Table 6 shows that over a two-year period the family size has remained substaitially the same with UPWARD BOUND students coming from larger families than the average high school student throughout the country. The chance that a Rutgers UPWARD BOUND student lives with both his mother and father is only one half that of the typical U.S. high school student.

The potential greater maternal influence upon Rutgers UPWARD BOUND students is even greater than that which was reported in last year's Assessment.

Whom the student lives with, coupled with the fact that 4 [illegible] of 5 UPWARD BOUND students (at Rutgers, Northeast and Nationally) report that both their parents are living, leads to speculation about the family's influence upon school success in general and the effects of paternal absence in particular.

Low income, school failure, an absent father, and sometimes delinquency are often associated as a syndrome (Strom, 1967, p. 379). However, McCord, et al. (Roberts, 1967, p. 496) found that the effects of paternal absence are related to such variables as (1) the reason for the father's absence (2) the age of the child when the father left and (3) the affectional relationship of the mother. Although students from broken families are still related to eventual great alienation from the educative process than youngsters from intact homes, it is not the intactness itself that causes the alienation but rather the parental characteristics and conflicts which are more apt to exist in broken homes.

The assumption that, if Rutgers UPWARD BOUND can help a student's family resolve a problem, the resolution will result in lessening the pressures on the student to pay attention to home problems that sap energy that would normally be devoted to school work has led to the formation of Parent Workshops.

With the indispensable aid of volunteer graduate students from the Graduate School of Social Work at Rutgers, regular meetings are being conducted. UPWARD BOUND students' families are learning who to contact if they need help with such problems as (1) aging parents, (2) family counseling,

(3) legal aid, (4) nursery or day care services for young children, (5) employment or vocational guidance or (6) veterans benefits.

Of course the normal and primary topics of "How to help my youngster get through school successfully" and "Assistance in applying for college scholarship grants and loans" are central to many of the parent meetings.

A fundamental premise of Rutgers UPWARD BOUND is that there should be cooperation among the community's (local, state and federal) agencies, of which the school is one, in promoting student success.

Table 7

Parents and Best Friends Feelings About Student's Participation in Summer UPWARD BOUND

	Rutgers %		Northeast %		National %	
	1966-7	1968	1966-7	1968	1966-7	1968
Parents						
Don't know or care	2	3	4	5	4	1
Unfavorable	3	6	4	6	4	6
Mixed Feelings	5	5	4	5	5	6
Favorable	90	86	88	83	86	84
Best Friend						
Don't know or care	6	10	16	16	15	14
Unfavorable	11	6	12	10	13	10
Mixed feelings	19	15	14	13	15	14
Favorable	64	68	57	60	57	61

Parents of UPWARD BOUND students, in general and Rutgers UPWARD BOUND students in particular have extremely positive attitudes towards the program

The trend this year is that, while parents' favorable feelings have declined slightly from last year's high level, students report that UPWARD BOUND is gaining increasing favor among their friends.

APPENDIX A

RUTGERS UNIVERSITY
The State University of New Jersey
New Brunswick, New Jersey 08901

A Checklist of Financial Assistance Availab
Rutgers UPWARD BOUND College Students
Through:
(G) Grants
(L) Loans
(N) Work Study
(S) Scholarships

Students Name ______________________

High School Status (circle one) Junior; Senior; Bridge Student

	Knowledge of Provisions? Please Indicate Yes or No	Have Applied?	Agency	Type of Aid	Apply
1.	______	______	(E.O.F.) New Jersey Educational Opportunity Fund	G	Admissions Officer college - Out of St directly
2.	______	______	(E.O.G.) Federal Economic Opportunity Grants	G matching provision by college	Financial aid offic pating college
3.	______	______	(N.D.S.L.) Federal National Defense Student Loans	L repayment may be deferred or forgiven	Financial aid offic of choice
4.	______	______	Guaranteed Loan Program in N.J. is The Higher Education Assistance Authority	L deferred interest	Student loan office ings, commercial ba association

RUTGERS UNIVERSITY
e State University of New Jersey
v Brunswick, New Jersey 08901

t of Financial Assistance Available for
ers UPWARD BOUND College Students
Through:
- (G) Grants
- (L) Loans
- (N) Work Study
- (S) Scholarships

High School Name ____________________

dent

Name of Teacher or Counselor who Assisted Student With This Checklist ____________________

e of id	Apply to	Qualifications
G	Admissions Officer at participating college - Out of State apply to EOF directly	(1) N.J. resident (2) Financial need (3) Acceptance at participating college (4) Not recipient of N.J. State Scholarsh
G hing pro- on by ege	Financial aid officer at participating college	(1) Exceptional financial need (2) academic (3) creative promise
L yment may eferred or iven	Financial aid officer of college of choice	(1) Financial need (2) Maintain good academic standing (3) Carry at least 1/2 normal load
L rred rest	Student loan officer at local savings, commercial bank, or loan association	(1) N.J. resident 6 months (2) U.S. citizen (3) Full-time student at college (4) financial need

	Knowledge of Provisions?	Have Applied?	Agency	Type of Aid	Apply to
5.	______	______	College Work Study Program	W	Participating colleg aid or student emplo
6.	______	______	N.J. State Scholarship Program	S	Any N.J. High School or N.J. State Schola mission, Box 1293, T
7.	______	______	N.J. Incentive Scholarship Program	S	(Same as above) at t
8.	______	______	Social Security Benefits	G	Local Social Securit tion Office
9.	______	______	Student Nurse Training Act	L forgiveness option	Financial officer of school of nursing

Please note that there are many other sponsors of financial assistance than those contained i However, those listed here are apt to be the most appropriate for you. Certainly each of you various guides for financial aid and meet regularly with your high school's UPWARD BOUND teac counselor, or the Rutgers UPWARD BOUND central office. All of us can share information with additional kinds of financial aid that meet your special talents, career aspirations or backg

---

Please continue on to the next page for more information.

pe of Aid	Apply to	Qualifications
W	Participating college financial aid or student employment director	(1) Enrolled or accepted in participating college (2) financial need (3) good academic standing (4) U.S. citizen
S	Any N.J. High School or College or N.J. State Scholarship Commission, Box 1293, Trenton, N.J.	(1) N.J. resident (2) Financial need (3) Satisfactory S.A.T. scores and high school record (4) Enrolled in program leading to Bachelors degree
S	(Same as above) at the same time	(1) (same as above) (2) Where fees are over $500 (3) Tied to State Scholarship Program
G	Local Social Security Administration Office	(1) Child of retired, disabled or deceased workers (2) Age 18 to 22 (3) Unmarried (4) Full-time student but not necessarily at 2 or 4 year college
L giveness ion	Financial officer of participating school of nursing	(1) High school graduate accepted by school of nursing (2) Financial need (3) Good standing in school of nursing

l assistance than those contained in this checklist.
iate for you. Certainly each of you should study the
your high school's UPWARD BOUND teacher, your guidance
ll of us can share information with you about many
talents, career aspirations or background.

Knowledge of Provisions?	Have Applied?	Agency	Type of Aid	Apply to
10. ______	______	National Org. of American Legion Auxiliary	S	Local Unit of Ameri Legion Auxiliary
11. ______	______	(AMVETS) American Veterans of W.W. II and Korea	S	AMVETS National Pro 1710 Rhode Island A Washington, D.C.
12. ______	______	Army Relief Society	S,L	Chairman, Educ. Com Society, 30 W. 44th
13. ______	______	N.J. Division of Veteran Services	G	Div. of Veterans Se of Conservation & E Development, 222 W. Trenton, N.J.
14. ______	______	Junior G.I. Bill - Congress of U.S.	G	Local Veterans Admi Education Chairman Legion
15. ______	______	Coast Guard Welfare Educational Loan Program	L	Executive Vice-Pres Coast Guard Welfare 1300 E. St.,N.W., W
16. ______	______	LaVerne Noyes Scholarship	S	Chairman Education local American Legi
17. ______	______	Navy Wives Clubs of America Scholarships	G	Dependents Aid Sect Navy Dept., Washing

Basic Qualifications (Items 10-18)
War or Armed Forces related provisions for a child of a parent (1) disabled or (2) deceased or (3) honorably discharged veteran or (4) currently serving in an Armed Service.

pe of Aid	Apply to	Special Qualifications
S	Local Unit of American Legion Auxiliary	(1) Female child of deceased veteran (2) Financial need (3) Entering freshman
S	AMVETS National Prog. Dept. 1710 Rhode Island Ave., N.W. Washington, D.C.	(1) Parent totally disabled (2) deceased
,L	Chairman, Educ. Comm., Army Relief Society, 30 W. 44th St., N.Y. 10036	(1) Father member of Regular Army (2) Good citizenship (3) Financial need
G	Div. of Veterans Services, Dept. of Conservation & Economic Development, 222 W. State St., Trenton, N.J.	(1) Child of disabled or deceased serviceman
G	Local Veterans Administration or Education Chairman of American Legion	(1) Child of permanently or totally disabled veteran (2) Peacetime service-connected disability
L	Executive Vice-Pres. Bd. of Control, Coast Guard Welfare, C.G. Hdqts. 1300 E. St.,N.W., Washington, D.C.	(1) Financial need (2) Child of active or retired C.G. personnel (3) Satisfactory SAT scores
S	Chairman Education Committee of local American Legion Post	(1) Child or grandchild of W.W. I veteran (2) Financial need
G	Dependents Aid Section (Pers-G221) Navy Dept., Washington, D.C.	(1) Child, stepchild, adopted child of enlisted Navy, Marine or Coast Guard personnel (2) Financial need (3) Moral character

18 ____	____	Retired Officers Assoc. Interest Free Scholarship Plan		L	Secretary Scholarship Retired Officers Asso St., N.W., Washington,

Assistance available for special career programs (Items 19-29)

Knowledge of Provisions?	Applied?	Career Goal	Agency	Type of Aid	For Applica. Further Infor
19. ____	____	Music composition, voice, and/or orchestral instrument	Curtis Institute of Music	S	Sec. of Admis Curtis Inst. Rittenhouse S Phila., Pa.
20. ____	____	Music; voice and instrument	National Fed. of Music Clubs Scholarship Bd.	S	Nat. Federati Clubs, Suite S. Mich. Ave.
21. ____	____	Music, vocal (Opera)	Central Opera Service	S,G	Awards for Si Publication C Opera Service St., N.Y.C.
22. ____	____	Architecture	N.J. Society of Architects of the American Institute of Architects (AIA)	G,S,L	Bd. of Govern ship Aid Prog AIA, 120 Hals E. Orange, N.
23. ____	____	Boys Social Work	Boys Club of A America	S	Director, Per Train. Servic of America, 7 N.Y.C. 10017
24. ____	____	Nursing & Occupational Therapy	National Society Daughter of the American Rev.	S,L	Scholarship Nat. Society 1776 D St., Washington,

L	Secretary Scholarship Committee Retired Officers Assoc., 1625 Eye St., N.W., Washington, D.C.	(1) Parent a member of deceased member of any service (2) Financial need (3) Good citizenship (4) Maintain satisfactory grades

Agency	Type of Aid	For Applica. and/or Further Information	Qualifications
s Institute sic	S	Sec. of Admissions Curtis Inst. of Music Rittenhouse Square Phila., Pa. 19103	(1) Evidence of potential talent rather than present achievement (2) Audition (3) Certificate of health
nal Fed. sic Clubs arship Bd.	S	Nat. Federation of Music Clubs, Suite 1215, 600 S. Mich. Ave., Chicago 60605	(1) Become member of N.F.M.C. (2) Musical talent (3) Promise
al Opera ce	S,G	Awards for Singers Publication Central Opera Service, 147 W. 39th St., N.Y.C. 10018	(1) Financial need (2) Auditions (3) Serious intent to pursue professional voice career
Society of tects of the can Institute chitects (AIA)	G,S,L	Bd. of Governors', Scholarship Aid Program, N.J. AIA, 120 Halsted St. E. Orange, N.J. 07018	(1) Promise for success (2) Resident of N.J. (3) Financial need (4) Completed freshman year of college
Club of A ca	S	Director, Personnel and Train. Service, Boys Club of America, 771 First Ave. N.Y.C. 10017	(1) Men (2) Plan to work in Boys Club while in or upon graduation from (3) Approved Univ. that have established Boys Club Curriculum (4) Financial need
nal Society ter of the can Rev.	S,L	Scholarship Funds Nat. Society D.A.R. 1776 D St., N.W. Washington, D.C. 20006	(1) High school record (2) Letters of recommendation (3) Interest in a medical specialty

Knowledge of Provisions?	Applied	Career Goal	Agency	Type of Aid	For Appli Further I
25. ______	______	Nursing (Jr.College, 3 yr. Nursing School or 4 yr. College (B.A.)	Allstate Foundation Nursing Scholarship	G	Committee League fo Columbus 10019
26. ______	______	Nursing	Student Nurse Training Act	L	Financial ticipati nursing
27. ______	______		Hebrew Free Loan Program	L (non-interest)	Hebrew Fr 108 Seco 10003
28. ______	______		Pickett & Hatcher Educational Fund	L (low interest)	Pickett & Fund, P. Columbus,

29. Add local scholarships by individual, fraternal, political, industrial, religious, educational or professional organizations

ency	Type of Aid	For Applica. and/or Further Information	Qualifications
e Foundation Scholarship	G	Committee on Careers, Nat. League for Nursing, 10 Columbus Circle, N.Y.C. 10019	(1) Desire for nursing career (2) High school grade (3) Endorsement of local League for Nursing
Nurse Train-	L	Financial officer of participating school of nursing	(1) High school graduate accepted by school of nursing (2) Financial need (3) Good standing in school of nursing
Free Loan n	L (non-interest)	Hebrew Free Loan Society 108 Second Ave., N.Y.C. 10003	(1) No religious qualification (2) Endorsed by 2 persons (3) Financial need
& Hatcher ional	L (low interest)	Pickett & Hatcher Educ. Fund, P.O. Box 2128 Columbus, Ga. 31902	(1) Not for law, medicine, ministry (2) For colleges other than vocational and business colleges (3) Initiative (4) Industry

APPENDIX B

Rutgers UPWARD BOUND College Follow-Up Study

Explanation to Recorders

To complete this form we are asking you to select a control student who is as similar as possible to our former UPWARD BOUND Student.*

Item 2A	The Control Student should be someone who has not had UPWARD BOUND type help or been in compensatory type programs in high school. In other words this control student probably meets the O.EO poverty criteria, and would have been eligible to be in UPWARD BOUND but was not.
Item 2B	A code or number used by your institution may be used to identify the control student.
Item 2C	UPWARD BOUND and control students should be same sex.
Item 2D	Ages should be in normal range for undergraduate students at your institution.
Item 2F	The major program being pursued.
Item 2G	Does the student live in dorm, town housing, commute from home, etc.?
Item 3A	List first and second semester freshman letter or numerical grades.
Item 3B	Calculate a numerical average. If marking system differs from usual A=4; B=3, C=2;D=1; F=0; please explain in Item 3G.
Item 3C	If numerical rank (e.g. 30/400) is not known other categories such as "top quarter" would be helpful.
Item 3D	If student is a sophomore indicate grades for first semester.
Item 3F	If a cumulative G.P.A. is readily available for both students please indicate. If not, class rank is sufficient.
Item 4B	Please indicate the faculty member or counselor who knows most about the former UPWARD BOUND students progress in college.
Item 4C	You may want to mention such things as (1) financial assistance needs for coming semester or year, (2) participation in college activities, (3) prognosis for success in college, (4) etc.

*If the former UPWARD BOUND student is no longer at your institution, please indicate the grades for as long as the student was there and indicate the reason for leaving under item 4C.

Rutgers UPWARD BOUND College Follow-Up Study

Student Grade Form

1. Name of Institution ____________________ Date __________

2A	UPWARD BOUND Student		CONTROL Student	
B	Name ________ ________ (Last) (First)		____________________ Name or Identifying Code or No.	
C	Sex (circle) M F		Sex (circle) M F	
D	Age ____		Age ____	
E.	Racial or Ethnic Background ______________		Racial or Ethnic Background ______________	
F	Curriculum ______________		Curriculum ______________	
G.	Campus Residency __________		Campus Residency __________	
3A	Freshman Grades		Freshman Grades	
	Course	Final Grade	Course	Final Grade
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
B	Grade Point Average ______		Grade Piont Average ______	
C	Students Rank in Class ____		Students Rank in Class ___	
D	Sophomore Grades		Sophomore Grades	
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
	______________	___	______________	___
E	GPA ______		GPA ______	
F	Cumulative GPA _____ or class rank		Cumulative GPA _____ or class rank	
G	Briefly explain grading system.			

4A Recorders Name and Position ____________________

B UPWARD BOUND Students Advisor ____________________

C Other Comments ______________________________

____

____

APPENDIX C

RUTGERS UPWARD BOUND

Film Program - Summer 1969

1. Different aspects of the program:

Films will figure in the project in four ways:

(a) Feature films will be shown on Fridays and Sundays. In the evenings.

(b) Various short films will be available each week for staff to use as they see fit in the regular class time.

(c) On two Wednesdays there will be a Film Festival during the afternoon; films on black history and culture will be shown to everyone at the same time, followed by discussion in small groups.

(d) A serial in 12 parts will be shown at regular intervals. Staff can use this in any way they like, but one obvious topic for discussion would be mass media programs.

2. Feature Films

The films were chosen according to three main criteria: (1) to find films that were at once entertaining and worthwhile enough to warrant detailed discussion; (2) to create a program that was varied--i.e. including films of different kinds, moods and even some suitable "classics"--the Bogart and Chaplin movies; (3) to find themes that would be related to the two main themes of the short films (see section on short films) so as to provide a minimum of continuity for the film work as a whole, despite lapses of time between viewings, and between viewings and discussions in the case of the feature films.

The following films will be shown:

June 29	Saturday Night and Sunday Morning City Theme	Examines British working class life by following the doings of a lively young factory worker--played by Albert Finney. The hero doubts he can preserve his identity in marriage, but an affair ends badly and he decides to marry his girlfriend
July 4	The Asphalt Jungle City Theme	Though dating back to the 'fifties, the film raises relevant problems in its exciting treatment of a big city jewel robbery.

July 6	Edge of the City City Theme	The film is again dated stylistically, but is an excellent study of the way racial tensions can suddenly erupt in violence. The setting is a dockyard, and the main characters are played by Cassavetes and Sidney Poitier
July 11	Compulsion	Two young men plan and carry out a murder successfully. The film, based on a real case, studies the way the attorney manages to free the boys of the charge.
July 13	Nothing But the Best	A witty comedy satirizing status, sex and murder by following the doings of a cheeky young Britisher elbowing his way to the top.
July 18	All the King's Men Conflict theme	About a ruthless, power grabbing governor and the political machine he built. Made in 1949, the film deals well with the perennial problem of political corruption.
July 20	The Treasure of Sierra Madre Conflict Theme	Classic Bogart movie about the influence of greed on the character of a man. The struggle between three prospectors in Mexico after they have enough gold for all, show the way greed can distort and destroy human relationships.
July 25	The Guns of Navarone Conflict Theme	Large-scale war adventure showing the heroism of commandos who destroy a Nazi camp on a Greek island. Gregory Peck, color.
July 27	The Lord of the Flies	"A group of well-mannered English school boys are evacuated by plane from London as another war threatens. Their plane crashes en route and they are left to survive, without any adult help, on an uninhabited island. Desperate for survival, they become savages, until a rescue party finds them and they revert again to being normal children (Continental Film)

August 1	Rebel Without a Cause	Made in 1955, the film studies what has become an increasing problem--the alienation of young people from adult society. James Dean plays the young hero who is misunderstood by his parents and involved in a violent confrontation with the gang leader at his school. The film has many faults, but should provoke discussion.
August 3	Chaplin Festival	A series of Chaplin films which students will hopefully find amusing.

---

3. Short Films

The films have been chosen mainly in accordance with two themes broad enough to allow for discussion of several different topics while enabling film work as a whole to be focused and coherent in a way that would be impossible were numerous subjects presented. Individual instructors will of course handle the material from their own perspective and discussion may range far from the film itself. Nevertheless, if instructors so wish, discussion of one film may be carried over into discussion of following films through the thematic link. In this way, one broad topic--in all its various aspects--may be studied in some depth and students feel that they have learned something through the film work.

The two main themes are (1) Cities (2) Conflict. Some relevant questions that arise out of the material are listed below, but it is important to note that film work is not merely a stimulating way of getting discussions going. Short film of this kind--i.e. creative, individual visions rather than conventional documentaries--provide an opportunity for encouraging a critical approach to things seen. Questions about the way the film was made will help students realize that each director selected what to show and what to leave out in order to present a specific point of view. Students need to examine the validity of each perspective and the effectiveness of the director's method of presenting his material. Neither students nor instructors may agree with the view of the film, but the debate itself encourages students to sort out their own values.

(1) Cities

This is an enormous topic and could lead to various kinds of studies. Thefilms could be backed up by different sorts of material (stories, newspaper articles, maps, etc.) and by visits.

I. What sort of a physical environment does a city provide?

(a)	Lewis Mumford's "The City as Man's Home"	28 mins.	Deals with the deterioration of communal standards of living as personal standards rise. Introduces whole question of the city as a place to live in.
(b)	My Own Yard to Plan In	10 mins.	Cameras record children amusing themselves in a crowded city area, and in so doing, comment on the city as a place to grow up in.

1. How could the physical environment be improved? What do people need for a physical environment in order to develop fully?

---

2. What sort of cultural environment does a city provide? How do People spend their leisure time? What opportunities for creativity exist?

(a)	Lonely Boy	30 mins.	Traces the career of Paul Anka and in so doing raises the entire question of pop stars, fan worship and mass hysteria as entertainment
(b)	Garbage	12 mins.	A controversial look at city life and culture--garbage and the media focused on.

What leisure-time activities should exist in a city?

---

3. What different groups make up a city? Are there tensions between groups? Why do these people live in a city? How is a city run? What possibilities for improvement exist.

(a)	The Troublemakers	30 mins.	A group of organizers try various methods to bring about changes in the living conditions in Newark. The film examines problems of organizing and raises the question of the involvement of people in running the city they live in.

(2) Science and the future

1. What should the ideal city lobk like? What environment would you choose for your children--if choice were possible?

2. What implications for mens' lives in the future do scientific and technological developments have?

(a) The Living Machine (in two parts)	50 mins.	Deals with the effect of technology on man's life. The creation of artificial intelligence may radically change the way men live.
(b) The Silent Spring Rachel Carson	54 mins.	Examines the disastrous effect man's use of insecticides may ultimately have on plant life and thus on man's life. By interfering in the processes of nature, man may entirely upset the balance of things in nature.

---

(3) Conflict

This theme--deliberately abstract and general as it stands needs to be made meaningful by raising concrete situations. One might begin with the violence students see going on around them in their daily lives and proceed to the larger kinds of violence, such as war.

1. Think of violent situations you've either witnessed or participated in. How did the violence come about? How could the situation have been handled so as to avoid violence?

(a) Neighbors	10 mins.	An animated satire on violence and its logical conclusion.

2. What do you know about the last world war?

(a) Might and Fog	30 mins.	Alain Resnais visits the empty Nazi camps and through stills and newsreel recreates camp life in all its sordidness and violence. The film suggests that men forget their potentiality for violence too quickly.

3. What Would a Third World War be like?

(a)	The Hole	10 mins.	An animated satire on nuclear war.

August 4th

1. Is heroism relevant today? How do you feel about dying for (a) your own cause? (b) a cause that your country imposes on you?

(a)	Occurrence at Owl Creek Bridge	27 mins.	Based on the story by Ambrose Pierce, the film recreates the atmosphere of the American Civil War around the drama of a man about to die who is suddenly saved.

2. Conflict within the city. Why do people in a city and the police often fail to see eye to eye? What different values on each side cause conflicts to emerge? Do the police always enjoys their tasks? What conflicts must policemen often have?

(a)	Sunday	16 mins.	The police move in on a folk-singing group in Greenwich Village.

---

4. The Film Festival

The entire Film Festival Program---two Wednesday afternoons--will concentrate on problems of black history and culture. The two documentaries were originally shown on television.

July 7 Black History

July 23 Portrait in Black and White

All students will view the films together and form small discussion groups afterwards.

5. Film Serials

King of the Rocket Men, in twelve episodes, will be shown at regular intervals. These film serials go back to early movie days, but the format is the same as current television serials. Besides being entertaining, the serial should lead to questions about the stereo-typed characters, the predictable action and the fantasy world people love to enter into. Episodes will be shown on July 1,3,8,10,15,17,22,24,29,21,August 5,7.

APPENDIX D

RUTGERS UPWARD BOUND

Course Registration
1969

1. All registration activities will take place in the Lounge area of Neilson Dining Hall.

2. Please note the area with the department and courses in which you are interested.

3. Choose courses you wish to take (Note Required Courses).

   A. Juniors (new students)

      (1) All Juniors must register for a section of
         (a) English II, (Sections 1, 2, or 3).
         (b) One section of Typing
         (c) One section of Introduction to Psychology.

   B. Seniors

      (1) All seniors must register for one section of English III (Sections 1, 2, or 3) and one section of
      (2) Introduction to Psychology

   C. Bridge Student Program

      All Bridge students must register for a section of each
         (a) College Composition
         (b) College Mathematics
         (c) College Orientation (Hours to be arranged).

   D. All students will register at least 3 majors and 2 Electives.

4. If you have failed an academic major, in Public school, and it is offered, you must sign up for this course so that you may remove this failure.

5. You will fill out three class slips for each course for which you register. These slips are to be given to the advisor who is registering you for the course. It is not necessary for you to retain any of these forms at this time. You will receive your class slips on Sunday, June 29, 1969.

6. Registration for special courses, activities, and projects will take place on Monday afternoon, June 30, 1969

PROCEDURES

Junior Students	Senior Students	Bridge Students
1. Register for English	1. Register for English	1. Register for English, Math
2. Register for Typing	2. Register for Psych	2. Register for Other Courses
3. Register for Psych	3. Rooming Forms	3. Register for College Orientation
4. Blazer Measurements	4. Register for Other Courses	4. Rooming Forms
5. Your Campus Rooming Forms	5. Check with Assigned Advisor and Turn in Class Schedule	5. Check with Assigned Advisor and Turn in Class Schedule.
6 Register for Other Courses		
7 Check with Assigned Advisor and Turn in Class Schedule.		

** NOTE: ALL STUDENTS ARE TO HAVE THEIR PICTURES TAKEN.

RUTGERS UPWARD BOUND

SUMMER 1969

COURSES OF STUDY

MATHEMATICS

Course	Section	Day and Period	Room	Instructor
Algebra I	#1	M W F 1 1 1		Bert Green
Algebra I	#2	M W F 2 2 2		Bert Green
Algebra I	#3	M W F 3 3 3		Henry Eng
Algebra II	#1	M W F 1 1 1		Henry Eng
Algebra II	#2	M W F 3 3 3		Henry Eng
Algebra II	#3	T Th S 3 3 3		Henry Eng
Pre-Algebra and General Math	#1	T Th S 1 1 1		Ron Horowitz
Pre-Algebra and General Math	#2	T Th S 2 2 2		Henry Eng
Plane Geometry	#1	M W F 2 2 2		Bert Green
Plane Geometry	#2	T Th S 1 1 1		Bert Green
Intro. to Coll. Math	#1	M W F 1 1 1		Ron Horowitz
Intro. to Coll. Math	#2	T Th S 2 2 2		Ron Horowitz

NOTE: All Bridge Students Must Register for a Section of Intro. to College Mathematics.

Intro. to Calculus	Hours to be arranged	Ron Horowitz

COMMUNICATIONS

English II	#1	M W F 1 1 1		Sam Black
English II	#2	M Th M Th 5 5 6 6		Sam Black

PROCEDURES

Junior Students	Senior Students	Bridge Students
1. Register for English	1. Register for English	1. Register for English, Math
2. Register for Typing	2. Register for Psych	2. Register for Other Courses
3. Register for Psych	3. Rooming Forms	3. Register for College Orientation
4. Blazer Measurements	4. Register for Other Courses	4. Rooming Forms
5. Your Campus Rooming Forms	5. Check with Assigned Advisor and Turn in Class Schedule	5. Check with Assigned Advisor and Turn in Class Schedule.
6 Register for Other Courses		
7 Check with Assigned Advisor and Turn in Class Schedule.		

** NOTE: ALL STUDENTS ARE TO HAVE THEIR PICTURES TAKEN.

COMMUNICATIONS (cont.)

Course	Section	Day and Period	Room	Instructor
Intro. to Journalism	#1	M T Th F 6 6 6 6		Ed Faltisco
Advanced Journalism	#2	M T Th F 6 6 6 6		Ed Faltisco

NOTE: Students May REgister for Two, Three, or Four Periods of Journalism.

Course	Section	Day and Period	Room	Instructor
Typing	#1	M W F 3 3 3		Kathy McAndrew
Typing	#2	M T Th 4 4 4		Kathy McAndrew
Typing	#3	T Th F 5 5 5		Kathy McAndrew
Typing	#4	M T Th 6 6 6		Kathy McAndrew

NOTE: All (New) Junior Students Must Register for a Section of Typing

FOREIGN LANGUAGES

Course	Section	Day and Period	Room	Instructor
French I		T Th S 2 2 2		Liz Malbom
French II		T Th S 1 1 1		Liz Malbom
French III or IV Advanced Seminar	Hours to be Arranged			Liz Malbom Gail McHugh
Spanish I	#1	M W F 2 2 2		Liz Malbom Gail McHugh
Spanish I	#2	T Th S 3 3 3		Liz Malbom
Spanish II	#1	T Th S 3 3 3		Joyce Mitchell
Spanish II	#2	M W F 2 2 2		Joyce Mitchell
Spanish III or IV Advanced Seminar		T Th S 1 1 1		Joyce Mitchell
Beginning Italian	Hours to be Arranged			Joyce Mitchell
Beginning Russian	Hours to be Arranged			Joyce Mitchell

SCIENCES

Courses	Section	Day and Period	Room	Instructor
Biology	#1	M W F 1 1 1		Jay Kopko
Biology	#2	T Th S 3 3 3		Jay Kopko
Chemistry	#1	T Th S 2 2 2		Jay Kopko
Chemistry	#2	M W F 2 2 2		Jay Kopko
Physics		M W F 3 3 3		Mickey Kott

SOCIAL SCIENCES

Courses	Section	Day and Period	Room	Instructor
U. S. History I	#1	M W F 2 2 2		Tom Powell
U. S. History I	#2	M W F 3 3 3		Tom Powell
U. S. History I	#3	T Th S 1 1 1		Walter Elder
U. S. History II	#1	M W F 3 3 3		Marcia Smolens
U. S. History II	#2	T Th S 3 3 3		Marcia Smolens
Economics	#1	M W F 2 2 2		Walter Elder
Economics	#2	T Th S 2 2 2		Walter Elder
Black History and Culture	#1	T Th S 5 5 5		Walter Elder
Black History and Culture	#2	M T Th 6 6 6		Walter Elder
Sociology		T Th S 1 1 1		Marcia Smolens

SOCIAL SCIENCES (cont.)

Courses	Section	Day and Period	Room	Instructor
Community Leadership Training Program (Constitution, Judicial, Legislative Systems and Processes and Minority Rights.	#1	M T Th 6 6 6		Tom Powell
Community Leadership Training Program	#2	T Th F 5 5 5		Tom Powell
Community Leadership Training Program	#3	T Th S 1 1 1		Tom Powell
Introduction to Psychology	#1	M 4		Sol Gordon
Introduction to Psychology	#2	T 4		Sol Gordon
Introduction to Psychology	#3	Th 4		Sol Gordon
Introduction to Psychology	#4	F 4		Sol Gordon

NOTE: All (New) Junior Students Must Register for a Section of Introduction to Psychology.

College Orientation Hours to be Arranged Sol Gordon

NOTE: All Bridge Students Must Register for College Orientation.

CREATIVE AND PERFORMING ARTS

Intro. to Photography	M T Th F 6 6 6 6	Ron Horowitz, Jay Kopko and Mickey Kott
Advanced Photography and Film Production	M T Th F 6 6 6 6	Ron Horowitz, Jay Kopko and Mickey Kott

NOTE: Students May Register For Two, Three, or Four Periods of Either Photography Course)

Modern Dance	T F 6 6,7	Joyce Mitchell Hy Evans

CREATIVE AND PERFORMING ARTS (cont.)

Courses	Section	Day and Period	Room	Instructor
Painting and Drawing	#1	T T 4 5		Debbie Saltzman
Painting and Drawing	#2	T T 5 6		Debbie Saltzman
Design Poster, Textile and Silk Screen	#1	M M 4 5		Debbie Saltzman
Design Poster, Textile and Silk Screen	#2	M M 5 6		Debbie Saltzman
Sculpture	#1	F F 4 5		Debbie Saltzman
Sculpture	#2	F F 5 6		Debbie Saltzman

HEALTH AND PHYSICAL EDUCATION

Seminar and Practicum for Prospective Health and Nursing Students	Hours to be Arranged			Sylvia Barner
Swimming (Beginning)		M T W Th F 3 3 3 3 3		Bob Williams and Hy Evans
Swimming (Advanced)		M T W Th F 3 3 3 3 3		Bob Williams and Hy Evans
Swimming (Recreational)		M T W Th F 3 3 3 3 3		Bob Williams and Hy Evans
Conditioning and Slimnastics		M T Th F 1 pm to 2:20 pm		Bob Williams and Hy Evans
Open Gym		M T Th F 1 pm to 2:20 pm		Bob Williams and Hy Evans
Co=Ed Sports & Games	#1	T T 5 6		Bob Williams and Hy Evans
Co-Ed Sports & Games	#2	Th Th 5 6		Bob Williams and Hy Evans

HEALTH AND PHYSICAL EDUCATION (cont.)

Course	Section	Day and Period	Room	Instructor
Beginning and Advanced Sports				
Football	Hours to be arranged			Staff
Basketball	" " " "			"
Track	" " " "			"
Wrestling	" " " "			"
Baseball	" " " "			"
Tumbling	" " " "			"
Soccer	" " " "			"
Golf	" " " "			"
Archery	" " " "			"
Table Tennis	" " " "			"
Self-Defense	" " " "			"
Other	" " " "			"

APPENDIX E

TO: Board of Directors, The New Jersey Educational Opportunity Fund

FROM: UPWARD BOUND Project Directors

SUBJECT: Special Problems of UPWARD BOUND Graduates

Attached is a brief background report on the purposes, composition, and accomplishments of UPWARD BOUND. The description is a national one, which immediately illustrates one of our needs: there are data available from each Project and the nation as a whole, but not for the State of New Jersey as an entity.

> NEED - Statewide sponsorship and responsibility for assessing the results of UPWARD BOUND and attempting to isolate the variables and foster those practices which contribute to the successful admission to and maintenance in college by disadvantaged students who would normally not have either financial access or encouragement and support to enter college.

UPWARD BOUND students meet all eligibility and financial need criteria stated in Assembly Bill No. 767 and subsequent memoranda from Chancellor Dungan Pertaining to the Educational Opportunity Fund. UPWARD BOUND students generally meet a much more rigorous criterion of financial need (see enclosure) than the federal government's E.O.G. program which is the model for the New Jersey E.O.G. financial assistance determination. This assistance is given to youngsters whose parents can contribute no more than $625 for the academic year or who earn less than

$6000 annually. In contrast the median income of families of Rutgers UPWARD BOUND student is $3900, which is still lower than the Northeastern U. S. UPWARD BOUND average of $4350. Half of all UPWARD BOUND students nationally are members of larger-than-average families whose income is less than $3501.

NEED - National UPWARD BOUND financial committment ends at the college door. If a major feature of success is a student's sense that he stands a good chance to use his increased motivation to succeed in college, then some priority ought to be given them.

A typical New Jersey UPWARD BOUND student spends two full years in the program plus a third summer which "bridges" the gap between high school graduation in June and entrance to college in September. The cost of providing this novel educational experience to increase their opportunity for college attendance ranges from $3400 to $4900.

NEED - Does it make sense not to provide continued financial assistance to a needy student who seems like a good prospect for "making it" in college?

1. There are currently ____ New Jersey UPWARD BOUND students in their sophomore year in institutions of higher education. It is estimated that ____ will not be able to continue in college of their choice based on the need for financial assistance alone.

2. There are currently ____ New Jersey UPWARD BOUND students in their freshman year in institutions of higher education.

It is estimated that ____ will not be able to continue based on need for financial assistance alone.

3. There are currently ____ New Jersey UPWARD BOUND students who will be ready to enter institutions of higher education in Fall 1969.

It is estimated that ____ will not be able to do so based on need for financial assistance alone.

A good deal of financial assistance beyond the normal Federal or State aid for college students has come from the "private sector." Their money has also gone to students who were ineligible for normal aid programs such as (1) Guaranteed Loan Program, (2) E.O.G., (3) National Defense Loan Program, (4) College Work Study Program, (5) N. J. State Scholarship Program or (6) N. J. ten percent statutory limit on out-of-state E.O.F. awards. For example, Rutgers UPWARD BOUND scholarship contributions by business and industry to UPWARD BOUND students in college total over $28,000. This does not include contributions to the pre-college UPWARD BOUND Program.

If the current private sector's contribution continues to diminish, then new sources have to be found. Wouldn't it be more productive and influential if a central N. J. agency was to solicit and promote sources of scholarship and financial aid?

NEED - To expand interest in and financial assistance for disadvantaged youth by (1) philanthropic foundations, (2) fraternal organizations, (3) businesses, (4) industries, (5) unions, (6) churches, etc.

How early should interventions occur in order to compensate for a disadvantaged environment. How early should training, formal schooling, and education begin so that compensatory interventions will not be needed? Programs are now in progress that extend downward past a child's pre-school and kindergarten experience (Head start and Follow Through) to infancy and even pre-natal development in attempts to achieve the goal of "let each become all he is capable of being."

The point here is that beyond the evaluation of the results of the E.O.F., a further assessment of UPWARD BOUND students could examine the effects of none, one, two or three year interventions.

How are students affected by the institutions they attend and, perhaps more importantly, how are institutions changed by disadvantaged students?

What kinds of programs work best? Until now we have little data beyond case studies and testimonials. We know more about what doesn't work than what does. John Egerton in Higher Education for High Risk Students reports that:

> The biggest question facing institutions helping high risk students seems to be whether they should be accorded special attention or treated in the same manner as all other students.

> Some say high risk students have enough problems to overcome without the stigma of identification as a risk, and institutions which subscribe to this point of view make every effort to keep the students' academic and economic handicaps concealed, sometimes even from the students themselves. The opposite argument holds that students who are genuine risks must be given support that is bound to be visible - lighter class loads, special courses, extensive tutoring and the like - or their chances for success will be greatly reduced. The risk students themselves understandably have mixed emotions about the question, expressing at times both resentment and appreciation for either approach.

What we do know is that as much attention must be paid to how (process) students are treated and taught as to what is being done, such as (1) tutoring, (2) special courses, (3) academic counseling, (4) psychological counseling, etc.

NEED - for STate-wide follow-up of E.O.F., UPWARD BOUND and other programs so that the "what and how" in N. J. institutions of higher education in particular and N. J. schools in general may be modified by the feedback. From responses to a national questionnaire, Egerton goes on to generalize,

> By and large, the people who direct the more noteworthy high risk programs are not academicians. Admissions officers, social workers, administrators and counselors are more in evidence than professors. In fact, it seems generally true that neither the academic disciplines nor individual faculty members have shown a high degree of interest in high risk programs. There is faily broad acceptance of the notion that public schools are a legitimate instrument of social change in this country, that part of their responsibility is to help improve opportunities for minorities and the poor; that same idea seems not to be as generally felt or shared by higher education institutions.

NEED - to go beyond the development and maintenance of programs of remedial and supplementary education for E.O.F. students in N. J. colleges as described in Article IV of the E.O.F. Act.

The responses of 163 colleges and universities in the U. S. to the Southern Education Foundations questionnaire leads their reporter to conclude,

> In spite of the federal government's sizable outlays of scholarship, loan and work-study funds for students, there is ample statistical evidence that rising costs and rising admissions standards make college progressively less accessible to the low income student. Colleges appear likely to become more stratified along class lines, and possibly along race lines as well.

NEED - to expand subsidies to needy residents in general, to attend both in and out-of-state institutions of higher education, and to provide a priority for each N. J. UPWARD BOUND student. The evidence is clear that they are good risks.

THE UPWARD BOUND STUDENT

A. Target Group. The UPWARD BOUND student is a young person with academic potential who because of his poverty background has not had the motivation or preparation to use or demonstrate this potential. Typically this student may be apathetic or even hostile because he comes from a disadvantaged environment unable to help him release his real talent, or he has shunned meaningful educational pursuits because of inadequate school experiences. Quite often the potential that such a student possesses may not show in traditional measurements, such as standardized test scores or grades, but may be revealed more readily through intuitive judgments. The UPWARD BOUND boy or girl is one for whom a college education may become possible given experiences and instruction necessary to overcome earlier obstacles. Without this kind of experience these students would probably not have considered college, or might even have dropped out of high school.

B. Income Criteria. Students who meet the selection criteria above and are to be financed by OEO must be from families whose annual incomes meet the poverty criteria set forth below.

1. The following income levels must be met by at least 90%, repeat 90%, of the OEO-financed UPWARD BOUND students:

(A)

Family Size	Non-Farm	Farm
1	$1,600	$1,100
2	2,100	1,500
3	2,600	1,800
4	3,300	2,300
5	3,900	2,800
6	4,400	3,100
7	4,900	3,400
8	5,400	3,800
9	5,900	4,100
10	6,400*	4,500**

* Above 10 - add $500 for each additional member.

** Above 10 - add $350 for each additional member.

Comparison of UPWARD BOUND and Control 1967 Seniors
On College-Related Behavior
(Spring 1968 Status of 1966 UPWARD BOUND Grads)

	Percent		
	U.B.	Control	Rutgers U.B.
Graduated from High School	94.6	95.4	
Enrolled in College (2 or 4 yr)	67.5	48.0	73
Not enrolled in College	23.4	41.1	28
Enrollment unknown	3.7	6.3	0
Not graduated from High School	3.5	3.1	4.0
Unknown High School Graduation Status	1.9	1.5	0

Information about college

Despite the lack of UB impact on GPA, there was substantial indication that among high school graduates UB students had higher attendance rates than controls, and among high school seniors, UB students were more likely to have applied for college, taken college boards, etc. While in the new program sample most of the students were younger than either of these groups, some data suggest that the UB students in this sample are more attuned to college attendance than the controls.

Summary of National Characterization of UPWARD BOUND

When changes in motivation and attitude were considered, the pattern of change for those students new to the UPWARD BOUND program in 1967 was remarkably similar to that reported for the 1966-1967 year. After showing summer gains, these new UPWARD BOUND students decreased significantly during the academic year on two measures of academic adequacy: Importance of college graduation and self-evaulated intelligence, just as had been observed last year. In contrast, returning students, who were considerably higher at the beginning of the summer on almost all measures, did not suffer this academic year diminution. These results were interpreted as indicating a buttressing effect of the second summer UPWARD BOUND experience on the attitude of UPWARD BOUND students so that summer gains were sustained during the second academic year. This interpretation was strengthened by the observation that control students, who do not attend UPWARD BOUND, decrease on the academic adequacy indices during the academic year. Thus, the most important finding of the second year Characterization study was to point out the importance of a second year experience for the UPWARD BOUND student. There is much speculation, usually unsupported by evidence, about the importance of a continuous, sustained program of intervention in order to produce enduring changes in culturally disadvantaged high school students. The present results provide empirical evidence supporting this speculation.

Effects of UPWARD BOUND programs upon academic achievement were evaluated in two separate studies; there was absolutely no evidence of any increase in the UPWARD BOUND students GPA when compared to that of a control sample even for students with a second summer UPWARD BOUND experience. However, UPWARD BOUND students compared to a control group were (1) somewhat less likely to drop out of high school, (2) were more likely to take pre-college examinations and apply to college, and, most importantly, show significantly higher rates of college enrollment. In conclusion, it is clear from these results that it is psychologically and educationally necessary to provide a sustained, continuous program for culturally disadvantaged high school students, possibly continuing through the early college years, if the program is to produce lasting significant effects.

Appendix F

PARTICIPATING SCHOOL DISTRICTS

NEWARK (West Side High)	Frank Titus, Superintendent Jeanette Allen, Principal Alice Norton, Guidance
NEW BRUNSWICK	Morris Epps, Superintendent Willard Lindstrom, Principal Eleanor Hawk, Guidance
PERTH AMBOY	Anthony Ceres, Superintendent Michael E. Stofega, Principal George Zupko, Guidance
CARTERET	Robert T. O'Donnell, Superintendent Douglass King, Principal Clare Monahan, Guidance
COLONIA	Patrick Boylan, Superintendent Donald R. Geddes, Principal Margaret Henrickson, Guidance
PISCATAWAY	Theodore Schor, Superintendent Zoltan Morvay, Principal Mrs. Messer, Guidance
LAKEWOOD	Mr. Nicholas Santore, Superintendent Mr. Joseph Mayer, Principal Gerald Michelson, Guidance
PRINCETON	John McKenna, Superintendent Kenneth Michael, Principal George Petrilla, Guidance
TRENTON	Ercell I. Watson, Superintendent Roland Daniels, Principal Edward Christian, Guidance
CAMDEN	Mr. Charles Smerin, Superintendent Josiah Conwell, Principal Thomas Yager, Guidance
FRANKLIN	Robert Shaffner, Act. Superintendent P. J. McDermott, Principal Eugene B. MacDonald, Guidance
SOUTH BRUNSWICK	James Kimple, Superintendent Walter Chesner, Principal Steven Bodnarchuk, Guidance
EDISON J. P. Stevens	Charles A. Boyle, Superintendent Harold J. Alley, Principal Jack McGowan, Guidance

Appendix G

UPWARD BOUND Staff 1969

Earl V. Farrow - Director
Bernard Fein - Assistant Director

HIGH SCHOOL TEACHERS

Jon Kopko - Carteret
Hythia Evans - West Side (Newark)
Edward Faltisco - Perth Amboy
Wilbert Green - Rahway
Joyce Mitchell - J. P. Stevens
Marcia Smolens - Camden
Ronald Horowitz - Princeton

Mr. Samuel Black - English, Piscataway
Elizabeth Malbom - French, J. P. Stevens
Deborah Saltzman - Art, New York City
Catherine McAndrew - Typing, Franklin
Henry Eng - Math, Essex County
Milton Kott - Science, Colonia
Walter Elder - History, Atlanta, Georgia
Elizabeth Stambolian - English, Summit
Thomas Powell - History, Newark
Robert Williams - Phys. Ed., Rutgers

Dr. Sol Gordon - Psychologist, Yeshiva
Gail McHugh - Social Work, Middlesex County
Thomas Mezger - Audio-Visual Coordinator
Sylvia Barner - Nurse, Highland Park

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

Appendix H

PROJECT CONSULTANTS

Muriel Hopp, Highland Park, New Jersey
Sol Gordon, Yeshiva University
Albert Klevan, Unversity of Maryland
Louis E. Raths, Newark State College
John C. Robertson, New York University
Robert Hoffman, Plainfield, New Jerseu
James Bews, City University of New York
Laurence Hopp, Temple University

Appendix I

UNIVERSITY ADVISORY COMMITTEE

Ernest E. McMahon, Chairman
William Bingham
Emily Alman
William Phillips, Jr.
Julius Samuels
George Tapper
Elaine S. Yoneshige
Laurence Hopp
Earl V. Farrow
Thomas Hartmann
Herbert Kells
James McDonald
Daniel Tanner

Appendix J

COMMUNITY ADVISORY COMMITTEE

Lt. Col. Robert Tarver (Ret.)
Toms River, New Jersey

Quinne Mincey (Mrs.)
Lakewood, New Jersey

George Zupko
Perth Amboy, New Jersey

Viola O'Neal
New Brunswick, New Jersey

Stephen Raciti
Piscataway, New Jersey

Mary Carey
Pennsauken, New Jersey

Andrew Washington
Newark, New Jersey

Bernice Brown
Newark, New Jersey

Carrie Lewis
Newark, New Jersey

Virgil Williams (Mrs.)
Somerset, New Jersey

Wilson Parago
Princeton, New Jersey

Clarence Brown
Lakewood, New Jersey

Bilenda Wilson
New Brunswick, New Jersey

Frank Sinatra
Perth Amboy, New Jersey

Gloria Taylor
New Brunswick, New Jersey

Zoltan Morvey
Piscataway, New Jersey

Christine Green
So. Plainfield, New Jersey

Gladys Dickinson
Newark, New Jersey

Ruth Turner
Newark, New Jersey

Bertha Martin
Somerset, New Jersey

Estelle Johnson
Princeton, New Jersey

Appendix K

COMMUNITY ACTION PROGRAM CORPORATIONS

1966-67

United Community Corporation Newark, New Jersey	Dr. L. Sylvester Odum
Middlesex County Economic Opportunity Corporation New Brunswick, New Jersey	Mr. Thomas H. Gregory
O.C.E.A.N., Inc. Toms River, New Jersey	Col. Robert L. Tarver
Camden Economic Opportunity, Inc. Camden, New Jersey	Mr. Robert Moore
Somerset Community Action Program Somerville, New Jersey	Mr. Thodore Taylor
United Progress, Inc. Trenton, New Jersey	Mr. Albert Robertson
Rahway Community Action Organization Rahway, New Jersey	Mr. Charles Brown